

OHIO UNIVERSITY BULLETIN



SUMMER SESSION

NINE WEEKS

Begins June 16, 1924

Closes August 15, 1924

Regular Half Semester

One Session

ATHENS, OHIO, JANUARY, 1924

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OHIO UNIVERSITY

Summer School
1924

Maintained by
THE COLLEGE OF LIBERAL ARTS
and
THE COLLEGE OF EDUCATION

Regular Collegiate Work

CALENDAR

June 16—Registration
June 17—Classes Begin
July 4—Independence Day
August 15—Term Closes

The University Calendar, 1924-1925

September	22	Registration Day for First Semester, 7:30-5:00
September	23	Registration, 7:30-11:30
September	23	Classes begin—full day schedule—short hours, 1:00 to 4:00 P. M.
November	27-28	Thanksgiving Recess
December	19	Christmas Recess begins at 4 P. M.
January	6	Classes begin—7:30 A. M.
February	6	First Semester closes
February	9	Registration Day for Second Semester
February	10	Classes begin at 7:30 A. M.
February	18	Founders' Day
February	22	Washington's Birthday
April	10	Easter Recess begins at noon
April	14	Spring Recess closes and classes begin at 7:30 A. M.
May	30	Memorial Day
June	9	Commencement exercises

FACULTY

SUMMER, 1924

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Professor of English

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*Professor of Civil Engineering, and Superintendent of
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Professor of History

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OHIO UNIVERSITY

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Professor of Civic Biology and Botany

IRMA E. VOIGT, Ph. D.
Dean of Women

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Professor of Public Speaking

JOSHUA R. MORTON, M. S.
Professor of Chemistry

GEORGE E. McLAUGHLIN, B. S. in Ed.
Professor of Manual Training

ISAAC EMERY ASH, Ph. D.
Professor of Sociology

ROBERT L. MORTON, A. M.
Professor of Mathematics

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Professor of Rural Education

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Professor of French and Spanish

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Professor of Psychology

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Professor of Education

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Professor of Economics

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Head of the Art Department, College of Education

CONSTANCE T. MCLEOD, A. M.
Principal of the Kindergarten School

SUSAN LOUISE ECKEL, B. S.
Principal of the Department of Home Economics

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Associate Professor of History

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Professor

SIMEON H. BING, B. S., A. M.
Professor of Education

MARY CONNETT, Ph. B.
Principal of John Hancock High School

MARGARET L. TILLEY, B. S. in Ed.
Critic Teacher, Eighth Grade

OHIO UNIVERSITY

EUNICE LOA TAYLOR, B. S. in Ed.
Critic Teacher, Fifth Grade

MARY WARD
Critic Teacher, Fourth Grade

EDITH E. BEECHEL, B. S. in Ed.
*Critic Teacher, Third Grade, and Assistant Director
of Elementary Training School*

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Critic Teacher, Second Grade

ALLIE M. HINES, B. S. in Ed.
Critic Teacher, First Grade

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Advanced Piano

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Instructor in Manual Training

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Director in Special Education

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Instructor in Mathematics

ADDITIONAL MEMBERS FOR SUMMER, 1924

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*Head of Department of Spanish, College of Wooster,
Wooster, Ohio*

GRETCHEN KASLER DUBOIS
Instructor in Art

OHIO UNIVERSITY

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Primary Supervisor, Cincinnati, Ohio

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MRS. ANNIE D. MORRISON

Matron of Howard Hall

LOCATION

Athens, the seat of Ohio University, is situated in the southeastern part of the State. It is easily accessible from the east and west by the Baltimore & Ohio and its branches; from the southern, central, and northern portions of the State by the Hocking Valley and the Toledo and Ohio Central railways. By these routes it is one hundred and sixty miles from Cincinnati and seventy-five miles southeast from Columbus. The sanitary arrangements of the city are unsurpassed. Its principal streets are paved; it is provided with water-works and sewerage; its Board of Health is vigorous and efficient. There are few cities in the country that are more desirable as a place of temporary or permanent residence than Athens.

The lover of natural scenery cannot fail to be charmed with its picturesque surroundings. The winding valley of the Hocking and the wooded hills beyond present a series of striking views from the University, while the wide prospects, as seen at certain seasons from some of the neighboring summits, afford a quiet and varied beauty.

ORIGIN

Educational effort at Ohio University is included in the work of the College of Liberal Arts and in that of the College of Education. Ohio University was organized by an act of the Ohio Legislature in 1804. The trustees are appointed by the Governor. The support is derived chiefly from a levy upon the taxable property of the state. The institution is the oldest of the three State Universities.

The College of Education was established by an act of the Ohio Legislature in March, 1902. It was opened for students in September, 1902, and at that time was known as the State Normal College.

ADMISSION

Students enrolling for the first time in the University and those whose admission to the University has not yet been formally arranged must present a certificate of graduation from

an acceptable high school. This certificate must be a transcript of high school courses which cover at least fifteen units, not more than twelve of which may be accepted from a second grade high school. A diploma is not enough.

Courses in the high school must include the following requirements as given by the State Department of Education:

- Two units of English
- Two units of social studies, one of which shall be advanced American history ($\frac{1}{2}$) and civics ($\frac{1}{2}$)
- One unit of natural science
- Two majors of three units each
- Two minors of two units each

Two who are not high school graduates but have previously completed college work during the summer term are expected to enroll for regular high school work in the John Hancock high school until deficiencies in entrance requirements are made up. Courses in the high school will be so arranged during the summer term that a student may complete one full half-unit in at least two high school subjects. The John Hancock high school will be in session during the entire summer term and the work will be offered under regular high school instructors. Examinations in high school subjects to remove deficiencies in units required for entrance to the University will be given in John Hancock high school under the direction of the principal, Miss Mary Connett, on Friday and Saturday, June 13th and 14th, at 8:30 A. M.

All new students entering *two-year* College of Education courses must have passed the tests in general ability and subject matter as prescribed by the State Department of Education or present themselves for these tests on the date set by the State Department near the opening of the term.

Adult students 21 years of age or over may be admitted to the University upon passing an English test and a college entrance intelligence test, provided the scores are sufficiently high to assure the University that the student has the ability to carry college work even though he may have had no high school

training or only a partial high school course. Such special student shall not become a candidate for graduation, however, until the deficiency in his high school education shall first have been made up. No college credit is given for high school units in excess of the fifteen units required for admission.

Students who come to the college after having done work in another college, normal school, or university will be granted advanced standing for all such work which is of college grade, provided that the college or normal school in question is of high rank and has required high school graduation as a condition for admission. The student who receives advanced standing is required to take in Ohio University all the prescribed subjects in the course he selects unless these prescribed subjects or other substantial equivalents have been taken already in the normal school or college from which he comes. Students wishing advanced standing should go directly to the Registrar's office and present their credentials. **All credentials and official transcripts of credit must be filed at the Registrar's office on or before registration day.** Students who wish to secure advanced standing in the University by examination must do so within one month after their first registration as students. Permission for such examination must be obtained from the Registrar. All candidates for examination must notify the Registrar at least four days before the examination is to take place.

Students coming temporarily from other colleges for summer work must present on or before the day of registration a statement of good character and satisfactory scholarship.

GRADUATION

The Bachelor's degree (A. B., B. S., Mus. B., or B. S. in Education) is conferred upon those who complete the requirements as set forth in the annual catalog. For detailed information see the annual catalog.

FACULTY

With few exceptions the regular faculty of the University, which has been greatly strengthened within the year by the addition of a number of professors, will be on the campus for

regular work during the summer session. In addition to the regular faculty members the University is employing a number of men and women of excellent training and experience who will give regular college courses. A number of these teachers are nationally known. The type of instruction, therefore, during the summer session will easily be the equal of that during the regular school year.

TYPE OF WORK AND COURSES OF STUDY

The faculty offers the same high grade of work during the summer session that it does in the regular school year. The members of the student body are earnest and eager and appreciate very fully their needs and opportunities. It is the purpose of the University to give practical courses that will meet these needs. Students are urged to bring their particular problems to the notice of the teachers and to make full use of the equipment of the University in solving them.

Superintendents, supervisors, and principals will find courses designed to help them with their problems. Opportunity will be given for research in the various fields of educational practice.

Those who are not teachers will find ample provision in courses in Liberal Arts for advanced study.

RESIDENCE

No student will be awarded a degree or diploma who has not been in residence at Ohio University two semesters, one of which shall be the semester in which the degree or diploma is awarded. Two nine-week summer terms are the equivalent of a semester.

CREDIT HOURS

Students will be allowed to carry as few hours as they wish, but the regular fee will be charged. The usual load of the student during the summer term will be eight credit hours or sixteen recitations a week. In no case will more than nine credit hours be allowed and then only on the approval of the Committee on Registration.

Three hour courses will meet six times a week and other courses accordingly so that entire semester courses may be completed during the summer term. *This plan will avoid later complications because of credit for half-finished courses.*

Classes may be visited or audited by those to whom special visitors' cards are issued by the President of the University. Any person wishing to visit regularly will be required to pay the regular fee, even though no credit is expected or given.

Absences. Absence from class on the first day of the summer term may involve a reduction in the grade of the student. It is very important that every student be in class at the first meeting of the course. Students presenting acceptable excuses for first day absences must do so at the Dean's office within ten days after registration day in order to prevent any deduction. Special fees for late registration will be as follows: \$2.00 for registration June 17; \$4.00 on June 18, with increase of \$2.00 a day for later registration, including Saturday; no registration to be allowed after Monday, June 23. Late registration will also mean that the student must carry fewer than the usual number of hours.

Any student absent from class on the last day of the term will have his report turned in as "incomplete" unless he has a permit from the President or Dean to leave before the close of the term.

Changes of Registration. All changes in registration must be made in the office of the Dean of the college in which the student is registered. This applies to courses dropped, courses added, and changing from one course to another. No change in registration may be made after Thursday, June 26. A fee of two dollars (\$2.00) will be charged for any change after June 21.

SCHEDULE OF RECITATIONS

A complete detailed schedule of recitations will be in print available for use of students and their advisers on registration day, Monday, June 16th. Classes will begin at 7 o'clock and close at 12 o'clock noon. In general the afternoon will be free for study and recreation.

EXPENSES

Fees. A registration fee of \$15.00 will be required of all students who register in the University for the Summer Term. The usual laboratory fees will be charged.

Rooms and Board for Men. The University does not have adequate dormitory accommodation for men. This situation is met by the people of Athens, who open their homes to the students. The Young Men's Christian Association, under the leadership of the Student Pastor, has accepted the responsibility of gathering the information regarding the available rooms and of introducing the students to the people who have rooms to rent. The rates vary with the location and equipment of the room and also with the number of persons who occupy the room. This variation extends from \$1.50 to \$3.00 a person a week for double rooms and from \$2.50 to \$5.00 a person a week for single rooms.

The boarding situation is adequately cared for by the University Cafeteria and the Men's Union Boarding Club, both of which are under the direction of the University, and by the private boarding clubs and restaurants near the campus. Good, wholesome meals can be secured at the rate of \$4.50 to \$5.00 a week.

Rooms and Board for Women. Howard and Lindley Halls, together with nine cottages, will be open for the summer of 1924 to women students. These buildings will accommodate about 220 students. Furnishings of the room include everything necessary, except such personal things as towels, soap, dresser coverings, couch coverings, cushions, pictures, etc.

Room rent ranges from \$1.25 to \$2.00 a week a person. Board is uniformly \$4.50 a week in either dining hall. All cottage residents must board in one of the college dining halls. Rent is due at the beginning of the summer for the entire session of nine weeks.

For assignment in Lindley Hall, write to Mrs. Jennie O'Dell; in Howard Hall, to Mrs. Annie D. Morrison; and in the cottages to Dean Irma E. Voigt. Accompany your request for an assignment with a \$5.00 retaining fee. Write early and in case assignment is obtained. remember that no room will be held for

any applicant later than 9:00 o'clock p. m. of registration day. No room will be held unless secured by the \$5.00 retaining fee.

Information about rooms in private homes may be obtained, upon personal application, at the office of the Dean of Women. Addresses are no longer sent out by mail. These rooms may be rented at from \$2.00 to \$3.00 a week a person when two occupy the room.

Books. The library will be open to all students daily, except Sunday, from 7 A. M. to 9 P. M. without charge. Text-books can be purchased at a local bookstore at prevailing prices. Students should bring with them as many supplementary texts as convenient.

Incidentals. A student's incidental expenses are largely what he allows them to be. Such expenses need not be heavy during the Summer Term.

EQUIPMENT FOR THE SUMMER

Buildings. All of the University buildings will be at the disposal of the summer school.

FACILITIES FOR PRACTICE TEACHING DURING THE SUMMER TERM

The College of Education of Ohio University adheres closely to the policy of the State Department of Education in requiring that practice teaching be done before any diploma is issued by the University.

Six hours of practice teaching must be completed by a student before the two-year diploma or the B. S. in Education degree can be conferred. Practice teaching credit will be transferred to the records of this institution from accredited colleges, but such credit will not entirely satisfy the requirement of Ohio University. In no case shall fewer than three hours of practice teaching be done in the training schools of the University. Supervisors, superintendents, and principals may satisfy this requirement by doing actual supervision in the training schools in conjunction with the regular critic teacher.

All of the training schools of the College of Education will be in session during the entire Summer Term. The Kindergarten, the City Elementary Training School, and the John Hancock High School will offer opportunity for practice teaching in accordance with the plans given below. The student who expects to do practice teaching should consult Professor A. F. Myers, the director of teacher training, before he registers. Reservations for practice teaching may be made in advance by mail.

THE TRAINING SCHOOLS

The Elementary Training School will provide opportunity for observation and practice teaching in the eight grades of the elementary school. The work of each grade is in charge of an expert critic teacher who teaches demonstration lessons and supervises practice teaching in her grade. The school is a typical elementary school in so far as the enrollment is concerned. The equipment compares favorably with that found in the best type of city elementary school.

The work offered the children during the summer will include physical education, sewing, arts and crafts, and other interesting and pleasurable educative activities.

The Kindergarten School will offer training for professional work as kindergartners and kindergarten-primary teachers.

As a part of the regular work a kindergarten is conducted where students may observe and obtain practical experience in all branches connected with such work.

The Special School of the Department of Special Education will be in session for regular work for the training of teachers of exceptional children. Opportunity will be given for actual work in the classroom and for instruction in methods adapted to this kind of school work.

The High School. The John Hancock High School will be in session during the nine weeks of summer school. So far as is possible the curricula of the regular school year will be offered. Classes will be arranged so that one-half of a unit can

be obtained in one subject. The normal load will be two subjects. The tuition is \$5.00, payable at the office of the Treasurer of the University on registration day.

Students in the University who qualify will have the opportunity of doing practice teaching in the following subjects: English 2, English 3, English 4, Algebra 1, Plane Geometry, French 1, Spanish 1, Latin, Modern History, United States History, Physics, Home Economics, and Manual Training. Probably twenty-five student teachers can be accommodated. It is the policy of the University not to overcrowd the high school classes with student teachers. Application for practice teaching should be made to Professor A. F. Myers before the opening of the summer session.

THE BUREAU OF APPOINTMENTS

The Bureau of Appointments of Ohio University endeavors to act as a clearing house, seeking well equipped teachers for schools in need of them and recommending teachers who are seeking positions. It assists graduates and former qualified students of the University who desire to teach and at the same time is of service to superintendents and boards in need of competent instructors.

In making recommendations great care is exercised. Special qualifications of the various teachers for the particular positions are in every case fully considered. Records are kept of every detail of the student's qualification for teaching. These include the estimate of the University professors, of the scholarship, personality, strength of character, and general adaptability of the candidate; critical estimates of the student's teaching ability indicated by his student-teaching in the training schools; and the estimate of superintendents and supervisors under whom the student may have taught. The Bureau urges superintendents and school administrators to come to Athens in person whenever possible so that personal conferences with the University instructors and the conditions for teaching may insure mutual satisfaction and be a guarantee for efficient service.

Summer school students enrolled for the first time in this institution should not expect large service from this Bureau

because there will be little opportunity for the judging of the ability of such an individual.

Unusual Advantages

Besides having an opportunity to pursue systematically almost any study desired, under the direction of those regularly employed in this work, the student of the Summer Session enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, principals, and others who are interested in education.

Summer Pleasures

There is no more attractive, beautiful, and inspiring natural scenery anywhere in the state than in the country surrounding Athens. Various excursions, short trips, picnics, and hikes to many points of interest are organized under direction of members of the faculty. While no official organization of these trips is made by the University authorities, nevertheless they are an enjoyable and valuable feature of a summer spent in Athens.

Arrival in Athens

On arrival in Athens, unless definite arrangements have been made concerning a lodging place, students should at once report to the Bureau of Information on the first floor, northwest corner of East Wing.

DEPARTMENTS OF INSTRUCTION

COURSES OF STUDY

The following courses of study are offered to meet the needs of students of both colleges,—the College of Liberal Arts and the College of Education. All courses in the 100's are regular courses in the College of Liberal Arts; all in the 200's and 400's are regular courses in the College of Education. Many courses in one college will be accepted toward graduation in the other college. They are always accepted when there is no corresponding department in the other college, provided the required studies in the course in which one is enrolled allow their selection. The University reserves the right to discontinue any course if the students in it are few in number.

AGRICULTURE

201. Methods in General Agriculture. The lectures, recitations, demonstrations, and laboratory work in this course will aim to give the student a general view of the subject from the standpoint of the teacher. Text used is Warren's Elements of Agriculture. Three hours credit. Mr. Dunlap.

203. Horticulture. This is a practical course in the selection, propagation and care of fruits, management of orchards, and control of fungous diseases and insect enemies of plants. Text, Green's Popular Fruit Growing. Three hours credit. Mr. Dunlap.

425. Farm Management. The purpose of this course will be to discuss the various phases of farm efficiency. Text, Warren's Farm Management. Three hours credit. Mr. Dunlap.

435. Teaching Agriculture. The aim of this course is to present suitable methods of instruction in Agriculture for rural, village and high schools. Special instruction is given in the use of Agricultural apparatus. Text, How to Teach Agriculture, Storm & Davis. Three hours credit. Dr. Copeland.

208. Forestry. Work in this course will be conducted on the laboratory plan. This course aims to teach the different ways of tree and shrub identification. Two hours credit. Dr. Copeland.

415. Heredity. A study of prominent theories of evolution and heredity. Three hours credit. Dr. Copeland.

ART

201. Art Education. Elementary designing, object drawing, and working drawings, given as a preparation for teaching. Two hours credit.

Section 1—M., T., Th., F., 7:00, 8:00. Miss Sidwell.

Section 2—M., T., Th., F., 10:00, 11:00. Miss Rowan.

202. Art Education for Intermediate Grades. A continuation of Art Education 201. Art principles carried out in problems for grade work with suggestions for variation in connection with school, home, and community interests. One hour credit. M., T., Th., F., 1:00. Mrs. DuBois.

204. Art Education for Early Childhood. A continuation of Art Education 201. Art principles carried out in problems for the kindergarten and primary grades with suggestions for variations in connection with school, home, and community interests. One hour credit. M., T., Th., F., 9:00. Miss Sidwell.

209. Handwork. Variations of type problems in cardboard construction, clay work, raphia and reed work, coping saw work, etc. This course aims to aid teachers in illustrating through materials many of the child's interests with industrial references. Two hours credit.

Section 1—M., T., Th., F., 7:00, 8:00. Miss Rowan.

Section 2—M., T., Th., F., 10:00, 11:00. Miss Sidwell.

217. Art Structure. An advanced course in design and composition. Ways of arranging and combining line, dark and light, and color to produce fine quality spacing, subordination, rhythm, etc. Borders, lettering, landscapes, Indian designs, etc. For teachers and designers. Three hours credit. Daily 8:00, 9:00. Miss Brison.

218. Art Structure. A continuation of Art Structure 217. Color theory with application—stencils, linoleum printing, wood-block printing, and posters. Three hours credit Daily 7:00, 8:00. Miss Brison.

420. Drawing Observation. Observation of the teaching of art and handwork in the Training School. This is advanced work and should either follow or be taken at the same time as Art Education 202 or 204. One hour credit. Four periods a week, 9:00 or 10:00. Miss Dickson.

430. House Decoration. Art structure as applied to the home. An introduction to architectural elements of interiors, historic periods, decorative treatments and materials. Two hours credit. W., S., 10:00, 11:00, and four hours to be arranged. Mrs. DuBois.

437. Pottery. Making of shapes, coiling, building, pressing, casting, and mould making. Methods of decoration. Firing and glazing. Two hours credit. M., T., Th., F., 9:00, 10:00. Miss Rowan.

445. Teaching of Drawing. This course is open to students having credits in advanced design or art structure, methods in teaching drawing, and observation. Two hours credit. Days arranged. 9:00. Miss Rowan.

BIOLOGY

123. Personal and Public Health. This course will be a general course in hygiene and presupposes a knowledge of physiology. A good, practical knowledge of bacteria and their relation to disease will be obtained. The culture and observation of bacteria will be discussed in a general way and illustrated with a microscope. Fundamental questions of sanitation, both municipal and personal, will be a prominent feature of the work. Two hours credit. Mr. Elliott.

101. General Biology. This course will be a study of type forms, both animal and plants. The comparison of the cell in all lower forms will be made both in laboratory and in classroom. Comparative physiology will not be lost sight of at any point throughout the entire course. This course is open to Freshmen

and is a prerequisite for all advanced courses in the department. History of the development of the biological science will be made a part of this course. Three hours credit. Mr. Elliott.

105. Freshman Physiology. This course is especially adapted to students who have not had physiology as a part of their high school course. Three hours credit. Mr. Elliott.

CHEMISTRY

103a. General Chemistry. An introductory course in this subject. Lectures and recitations six times a week. Three hours credit. 8:00. Dr. Bentley.

103b. General Chemistry. A laboratory course to accompany 103a. Two hours a day, four days a week. Two hours credit. 9:00-11:00 or 10:00-12:00. Dr. Bentley.

105a. Qualitative Analysis. The detection of the metals. Open to those who have had General Chemistry. Four one-half hour periods a week. One hour credit. 8:00. Mr. Morton.

105b. Qualitative Analysis. Laboratory work in the detection of metals. Three hours a day, six days a week. Two hours credit. Mr. Morton.

106. Qualitative Analysis. Second course. The detection of acids. Laboratory work six days a week. Three hours credit. Mr. Morton.

113. Organic Chemistry. Lectures and recitations six times a week. Designed principally for students preparing for medicine. Three hours credit. 7:00. Dr. Bentley.

117a. Organic Preparations. Discussion of methods one-half hour a day, four days a week. One hour credit. 8:00. Mr. Morton.

117b. Organic Preparations. Laboratory work three hours a day, six days a week. Two hours credit. Mr. Morton.

CIVIC BIOLOGY AND BOTANY

205. Civic Biology. Insects and their work will form the subject-matter of this course. M., Th. at 9:00. T., W., F., S. at 9:00 and 10:00. Three hours credit. Dr. Matheny.

213. Household Biology. Attention is given in this course to the yeasts, molds, and bacteria as they occur in relation to the home and every-day life. M., T., Th., F. at 7:00. Two hours credit. Mr. Boetticher.

203. Freshman Botany. For beginners in the subject. For the most part, time will be spent in the study of floral mechanisms and taxonomy. M., Th., 7:00. T., W., F., S., 7:00 and 8:00. Three hours credit. Dr. Matheny.

403. General Botany. Open to those who have had course 203 or its equivalent. T., S., 9:00. M., W., Th., F., 9:00 and 10:00. Three hours credit. Mr. Boetticher.

411. General Science. A course intended to meet the needs of teachers of the subject. Both subject-matter and methods of presentation are considered. Daily at 8:00. Three hours credit. Mr. Boetticher.

409. Apiculture. A practical study of the biology of the honeybee. T., F., 11:00. M., Th., 10:00 and 11:00. Two hours credit. Dr. Matheny.

CIVIL ENGINEERING

105, 106 and 108. Mechanical Drawing will be offered in two sections, covering Courses 105, 106, and 108. Section I will be given from 7:00 to 9:00, and Section II from 8:00 to 10:00. The courses will be open to those preparing to teach Drawing, and to those who may wish to take work in any of the regular courses in Drawing. Two hours credit for 105 and 106, and one hour for 108. Instruments may be rented for the session or purchased at low rate. Mr. Addicott.

COMMERCE

101. Accounting I. For beginners in the subject. It deals with the opening, keeping, and closing of such double entry books as are commonly used in the simpler kinds of business. Six recitations a week. Three hours credit. 8:00. Mr. Cope-land.

102. Accounting II. For those who have had Accounting I or an equivalent amount of work in the subject. A study is

made of the accounting methods used in several of the more complex kinds of business. A banking set, a commission set, and a manufacturing voucher set will be worked up by each student. Six recitations a week. Three hours credit. 10:00. Mr. Copeland.

108. Commercial Law. This course deals in a general way with the subjects of contracts, agency, partnership, corporations, sales, and negotiable paper, and it is planned to give students a practical acquaintance with the fundamental principles of the subjects studied. Considerable attention will be given to actual cases. Six recitations a week. Three hours credit. 7:00. Mr. Copeland.

114c. Full Time Office Work. Students in the four-year Commerce course may work eight to ten weeks in some bank or other important business office during the summer preceding the fourth year of their course. Semi-monthly reports are made of their experiences and a final thesis is required. Grades are based upon the reports, variety and value of experience, the thesis, and the employer's estimate. Credit, one hour per week where the employment continues eight or more weeks. Maximum credit, 10 hours. Applications for assignment to work under this plan should be made to C. M. Copeland, Director of the School of Commerce, not later than June 1, 1924.

121. Geography of Commerce and Industry. A study is made of commercial conditions as they are found in various parts of the world as the result of certain physical and political influences, of the products of man's industries and commerce, and of the conditions of interdependence existing among different points of the civilized world. Six recitations a week. Three hours credit. 9:00. Mr. Fenzel.

131a. Business Correspondence. This course offers training in the composition of effective business letters. Specialized problems provide practice in planning and writing various types of letters and letter series. Recitations four days each week. Two hours credit. 11:00. Miss Reynolds.

141. Stenography. Beginning classes in the Gregg System. Six recitations a week. Three hours credit. 8:00. Miss Reynolds.

151. Typewriting. Beginning class. One hour of recitation and one hour of practice each day. Two hours credit. 10:00. Miss Reynolds.

161. Penmanship. This course is designed primarily to teach how to write. One hour of credit will be given to students whose handwriting measures up to a certain standard on a standard penmanship scale at the close of the course. Four days a week.

163. The Teaching of Penmanship. Open to those who have had enough training in penmanship to profit by the course. Designed to help those who must teach penmanship. The Zaner-Bloser method will form the basis of the instruction. Four recitations a week. Two hours credit.

ECONOMICS

101. Principles of Economics. A general survey of the processes of production and exchange. Textbook, lectures, and class exercises. Six recitations a week. Three hours credit. Dr. Crossman.

102. Principles of Economics. An analysis of income and the distributive processes, and the relation of the state to the economic organization. Textbook, lectures, and class exercises. Prerequisite, Economics 101 or equivalent. Six recitations a week. Three hours credit. Dr. Crossman.

EDUCATION

KINDERGARTEN-*PRIMARY EDUCATION

201. Plays, Games, Dances, Dramatic Arts of Early Childhood. A study of these as expressions of child life; the instinctive activities from which they originated; type plays found in different periods of childhood; the development of the highly organized game and artistic traditional and dance forms from

*Note—The Kindergarten is in session from 8:00 to 10:00. Observation is open to all. Practice Teaching in Kindergarten is open to those who have had previous kindergarten training.

play and the informal game; the playing of games; and readings. Four recitations a week. Two hours credit. 11:00. Miss Roisner.

205. Literature of Early Childhood, Including Story Telling. A study of types of stories suitable to young children; the principles of selection; story telling; and story dramatization. Six recitations a week. Three hours credit. 11:00. Miss McLeod.

207. Fundamentals of Kindergarten-Primary Education. Consideration of the standards, principles, and ideals of Kindergarten-Primary Education today as represented by the democratic and experimental schools in comparison with the standards, principles and ideals of education of a more formal type; the physical, mental, emotional and social status of the child from two to eight years of age; the activities and achievements which may be expected during these different years. Six recitations a week. Three hours credit. 10:00. Miss McLeod.

SPECIAL EDUCATION

237 and 238. Practice Teaching in Special Classes. Practice teaching will be provided in the Special School for Exceptional Children. Five days a week as assigned from 8:00 to 11:00. Three hours credit. Miss Warner.

215. Class-room Methods and Activities for Special Education. A study is made of the care and treatment of exceptional children and the modifications of methods and class-room management of the elementary and high schools as they may be adapted to the types of children found in Special Education. Six recitations a week. Three hours credit. 11:00. Miss Warner.

437 and 438. Clinical Teaching. In this course the student uses the classes of exceptional children as a laboratory in which a study is made of the abilities and disabilities of children and the hows and whys of learning in order to determine the best ways and methods of teaching. Open to seniors in Special Education and others by permission. Daily as assigned. Three hours credit. Miss Warner.

221 and 417. Research and Experimentation in Special Education. This course affords opportunity for students to do individual research work in connection with the observation classes under the supervision and guidance of the director of Special Education. As assigned. One hour credit. Miss Warner.

TEACHING AND OBSERVATION*

232. Observation and Participation. The work in the Observation and Participation course will be confined to the field selected. The student will spend one hour daily throughout the term in the training school. The work will progress gradually from observation of the work of the demonstration teachers to participation in various class activities, the keeping of records, weighing children, playground supervision, lesson planning, and group teaching. This course or its equivalent will be required before practice teaching is begun. Five recitations a week. Two hours credit. 8:00. Mr. Myers, Miss McLeod, Miss Beechel.

233, 234, 235. Practice Teaching—Elementary Schools. The student will teach one hour a day during the term. The practice teaching will be done in the field chosen by the student, Kindergarten-Primary, Intermediate Grades, Upper Grades. The student in the Kindergarten-Primary department will teach in the kindergarten and in the first and second grades. The student who has selected the Intermediate Grades will teach in two grades from third to sixth. The student who has selected Upper Grades will teach in the seventh and eighth grades. In addition to the requirement of one hour of teaching daily there will be frequent conferences with critic teachers and supervisors. Three hours credit. Mr. Myers, Miss McLeod.

433. Practice Teaching—Secondary Schools. The high school will offer opportunity for practice teaching during the Summer Session. Either three or six hours credit may be

*Note—All students who expect to do practice teaching in either the city elementary schools or high school must secure assignment of hour from Mr. Myers before registering for the term.

earned. The student must teach five recitations a week for three hours credit and ten recitations a week for six hours credit. In both instances the student must hold himself ready for frequent conferences with the principal of the high school and the critic teachers. Three or six hours credit as assigned. Mr. Myers.

COUNTY COURSES

208. County School Administration. This course will include the Ohio School Laws on county school organization, consolidation, certification and school finance. It makes a careful study of rural school organization, the relation of the village to other county work, school finance, teachers' meetings and aims to cover the administrative field of county educational work. Six recitations a week. Three hours credit. 7:00. Dr. Mardis.

207. Rural School Curriculum. This course includes a study of the rural conditions and the readjustment of the school curriculum to meet the needs of rural conditions. The city school courses do not fit into the rural needs. The rural curriculum aims to overcome this defect in our educational system. Six recitations a week. Three hours credit. 9:00. Mr. Crow.

205. Rural School Management and Methods. School management from the rural school point of view. The methods of teaching all the elementary subjects are presented from the same point of view, and takes the rural child's "life experiences" as the basis of presenting the subjects taught. Six recitations a week. Three hours credit. 8:00, 10:00. Dr. Mardis, Mr. Crow.

201. Rural Life Movement. This course includes a study of changes in rural conditions. A study of inventions and their effects on rural and city life; the interdependence of the rural and urban industries and how to improve our national efficiency through improving our rural life conditions. Four recitations a week. Two hours credit. 11:00. Dr. Mardis.

Note—Practice Teaching: Six hours practice teaching are required for graduation from this course. Those who complete the requirements in the four year County Course will receive the B. S. in Education degree.

Note—The County Courses are planned to prepare superintendents, County Normal Directors, and elementary and high school teachers for all types of schools found in the county school districts. This includes the one-teacher school, all consolidated schools, and the schools of all villages having a population of less than 3,000. The law of Ohio requires all teachers under county superintendents to have agriculture.

EDUCATIONAL ADMINISTRATION

285. School and Class Management. The work embraced under this head deals with the factors affecting the life of the school, both within and without. Attention is directed to the larger questions involved in public education which are now under discussion; and an alert, progressive attitude toward these matters is encouraged. Bennett's *School Efficiency* and Bagley's *Classroom Management* will be the textbooks for the course. Six recitations a week. Three hours credit. 7:00, 9:00. Mr. Coultrap.

289. Elementary Course of Study. We are coming rapidly to discern that there is a theory of curriculum-formation that is no less extensive and involved than that of method, and that it is just as much needed by teachers. To know what to do is as important as to know how to do it.

The wide range of material demanded by the schools today is considered; new courses of study are outlined under the direction of the teacher; existing courses of study are examined and discussed; the radical changes in the last few years are carefully noted, and up-to-date courses are worked out by the members of the class.

The textbooks used are Bobbitt's *The Curriculum* and Bonser's *The Elementary School Curriculum*. Students taking this course must have had at least one term of psychology. Six recitations a week. Three hours credit. 10:00 and 11:00. Dr. Wagner.

485. School Administration. Open to seniors and advanced students. A general course on the administrative problems of city school systems. Appointment, tenure, and salaries of teachers, the physical plant; costs, and related topics will be studied. Six recitations a week. Three hours credit. 11:00. Mr. Bing.

491. Supervision of Instruction. Open to juniors and seniors. This course will deal with the direction and after-training of classroom teachers, the problems of the special supervision, and the readjustment of the course of study to current needs. Six recitations a week. Three hours credit. 9:00. Mr. Bing.

493. Vocational Guidance. This course will deal with the various phases of educational and vocational guidance. Four recitations a week. Two hours credit. Dean McCracken.

495. Seminar. Problems of deans of women in high schools and colleges. Two hours a week. One hour credit. Dean Voigt.

HISTORY AND PRINCIPLES OF EDUCATION

261. History of Elementary Education. Open to sophomores preparing to teach in the elementary school. A general course emphasizing the growth of the curriculum and the technique of the elementary school. Six recitations a week. Three hours credit. 7:00, 9:00. Dr. Good.

262. Principles of Elementary Education. For elementary teachers only. A study of the principles of the learning process and their application to the teaching of the common branches. Six recitations a week. Three hours credit. 7:00, 11:00. Dr. Gard.

265. Reading, The Teaching Of. For teachers in the lower grades. A comparative study of the leading methods or systems in use today. An examination of the results of experimental studies in reading process. Practice in diagnosing lessons by the critic teachers. Four recitations a week. Two hours credit. 9:00.

266. Reading, The Teaching Of. For teachers in the intermediate grades. A study of the technique of silent reading. A consideration of reading difficulties and their treatment. Attention given to the results of experimental studies in reading including methods of securing speed and accuracy of comprehension. Demonstration lessons by the critic teachers. Four recitations a week. Two hours credit. 10:00.

267. Educational Measurements (Introduction). A study of the use of achievement tests in the intermediate and upper grades. Practice in giving and scoring tests, charting and diagnosing the results. Attention given to remedial treatment of unusual difficulties revealed by the tests. Four recitations a week. Two hours credit. 9:00. Dr. Gard.

463. Junior High School. A study of its development, organization, administration, course of study and methods of instruction. Open to juniors and seniors. Four recitations a week. Two hours credit. 11:00. Dr. Gard.

461. Principles of Secondary Education. An introduction to secondary teaching. A study of the purposes of high school instruction, economy in classroom management, types of learning and teaching, the influence of age on learning, the relation of interest and differences in capacity to learning. Supervision of study, the art of questioning, and measuring the results of teaching. Open to juniors and seniors. Six recitations a week. Three hours credit. 8:00. Dr. Gard.

468. History of Education in the United States. Open to juniors, seniors, and teachers of experience. The rise and development of public education in the United States will be treated. Six recitations a week. Three hours credit. 8:00. Dr. Good.

ENGLISH

101. English Composition. Theme writing and the principles of composition, oral and written. Three hours credit. 7:00. Mr. Mackinnon.

102. English Composition. A continuation of Course 101. Three hours credit. 8:00. Mr. Mackinnon.

105. Shakespeare. A study of the comedies and the English historical plays: *The Merchant of Venice*, *The Winter's Tale*, *The Tempest*, *Richard II*, *King Henry IV*, parts 1 and 2, and *Henry V*. Open to students above freshman rank. Three hours credit. 8:00. Dean Chubb.

107a. Readings in Modern American Literature. A study of American literature since 1870. Mark Twain, Howells, Bur-

roughs, Whitman, and the novelists and poets of today. Open both to those having had course 107 and others. Text: Pattee's *Century Readings in American Literature*. Two hours credit. 9:00. Dean Chubb.

114. Contemporary Literature. The class will purchase, read, and discuss some of the most interesting and significant of the recent books. Open to those above Freshman rank. Two hours credit. 10:00. Mr. Mackinnon.

120. Recent English Poetry. A study of the poetry of A. E. Housman, Robert Bridges, Thomas Hardy, John Masefield, Alfred Noyes, Wilfred Wilson Gibson, Rupert Brooke, and others. Two hours credit. 11:00. Dr. Jefferson.

201. English Composition. Emphasis is placed upon practice in composition and in methods of teaching the subject. Three hours credit. Dr. Jefferson, Miss Kahler, and Mr. Peckham.

202. English Composition. A continuation of Course 201. Three hours credit. Dr. Jefferson, Mr. Peckham.

204. English Poetry. This course largely follows the material in Page's *The British Poets of the Nineteenth Century*. Six recitations a week. Three hours credit. 8:00. Dr. Wilson.

205. American Prose Writers. Selected material from the prose of Irving, Cooper, Poe, Hawthorne, Emerson, Thoreau, and Lowell. Daily; 9:00. Three hours credit. Dr. Wilson.

208. Juvenile Literature. A study of myths, fables, folklore, fairy tales, and one epic. Method work. Four times a week. Two hours credit. 11:00. Miss Kahler.

210. Literature and Language for the Grammar Grades. Folk-lore suitable for these grades. Selections in prose and poetry from English and American writers. Method work in language and composition. Four times a week. Two hours credit. 10:00. Miss Kahler.

211. Grammar and Language with Methods. This course aims to develop the essential relations between thought forms and their verbal expressions. A course in language and grammar with methods. Four times a week. Two hours credit. 8:00. Mr. Coultrap.

407. Methods of Teaching English in the Junior and Senior High Schools. A study of the content of classics suitable for the Junior High school and of the College Entrance Requirements in English (Senior High School). Four recitations a week. Two hours credit. 11:00. Dr. Wilson.

FRENCH

French s101-s102. Two hours daily; credit, 6 hours. This is a course for beginners, and covers the work of the first year of French in Ohio University. Students are expected to take both courses simultaneously, but those who have credit for the first semester may register for s102 only, if they wish, although it will be necessary to attend both hours of recitation daily. Mr. Wilkinson.

French s103a. One hour daily; credit, 3 hours. This course is designed for students who have had *one year or more* of college French. It will be of such nature as to fit the needs of those desiring either semester of second-year French in Ohio University, or work in addition to the regular second year in college. It will stress pronunciation, with a general grammar review in the form of regular exercises in composition. Mr. Wilkinson.

GEOGRAPHY AND GEOLOGY

203. Geography and Environment. A practical and cultural course which develops the responses of man to his geographic environment. Juniors and Seniors. Six recitations a week. Three hours credit. 7:00. Mr. Cooper.

207. Geography and Methods for Upper Grades. A general course treating of the content and methods of geography in the sixth, seventh, and eighth grades. Six recitations a week and several field trips during the course. 8:00. Three hours credit. Mr. Cooper.

214. Geography and Methods for Lower Grades. A general course treating of the content and methods of geography in the third, fourth, and fifth grades. Six recitations a week and several field trips during the course. Two sections. 8:00 and 9:00. Three hours credit. Mr. LaFleur.

402. Conservation of Natural Resources. A detailed study of the present status of our lands, forests, minerals, and water-power. Six recitations a week. Three hours credit. 10:00. Juniors and Seniors. Mr. Cooper.

407. Geographic Influences in American History. A study of the influences of geographic environment on the history of our nation. Six recitations a week. Three hours credit. 11:00. Mr. LaFleur.

HEALTH

201. Principles of Health. This course deals with personal, school, and community health; is designed especially for teachers, to assist them in carrying out health educational programs in their schools. Three hours credit. Miss Druggan.

HISTORY

101. Medieval European History. Open to all students. An introductory course based on a text. Thatcher and McNeal's *Europe in the Middle Ages*. Informal talks by the instructor. Class discussion. Three hours credit. Mr. Jones.

102. Modern European History to 1914. Continuation of Course 101. Text, Schevill, *A History of Modern Europe*. Three hours credit. Mr. Jones.

110. Modern English History. Open to Sophomores, Juniors, and Seniors. A general, introductory course. Tout's *Advanced History* is the text. Two hours credit. Mr. Jones.

201. American History. A course in which the colonial period is studied briefly, with an intensive study of the national period to 1829. Six hours a week. Three hours credit. Mr. Hoover.

202. American History. A course in which the period from 1829 to the present time is studied. Six hours a week. Three hours credit. Mr. Hoover and Dr. Smith.

211. Teaching History in the Elementary School. The course includes the history of history instruction in the schools, the aims and values of instruction, methods and materials for the several grades, testing results, and school problems related to history teaching. Four hours a week. Two hours credit. Dr. Smith.

406. Constitutional Law. A study of the American constitutional system, from important decisions of the Supreme Court. Four hours a week. Two hours credit. Mr. Hoover.

408. Spanish American History. A course designed to show the relations between the United States and the other American republics. It will include the establishment of the Spanish Empire, the movement for independence, the social, political, and economic growth, and international relations. Four hours a week. Two hours credit. Dr. Smith.

HOME ECONOMICS

251. Clothing and Textiles. Textile study; construction of garments; hand and machine sewing. Economic conditions. Three hours credit. Miss Morse.

252. Clothing and Textiles. A continuation of 251. Three hours credit. Miss Morse.

413. Teaching of Home Economics. Methods in Home Economics teaching; practice teaching. Recent educational developments in Home Economics. Practice teaching and conferences to be arranged. Three hours credit. Miss Patterson.

455. Interior Decoration, as Related to the Home. Theory of color and application in home decoration. Furnishings from an economic and sanitary standpoint. Three hours credit. Miss Morse.

457. Advanced Clothing. Relation of economics, hygiene and art to clothing drafting and study of patterns; construction of garments from cotton, silk and wool. Three hours credit. Miss Patterson.

207. Elementary Clothing Course. For elementary teachers. Two hours credit. Miss Eckel.

209. Elementary Foods Course. Emphasis on nutrition teaching in relation to health. For elementary teachers. Two hours credit. Miss Eckel.

INDUSTRIAL EDUCATION

209. Cabinet Making. Laboratory course. For advanced students or those who have had some practice in tool work. Two

hours daily. Six days a week. Three hours credit. 9:00 and 10:00. Mr. Grones.

213. History and Organization of Industrial Arts. Class work. A survey of past, present and future tendencies of industrial arts in education. Six days a week. Three hours credit. 8:00. Mr. McLaughlin.

225. Mechanical Drawing. Working drawings and making of blue prints. Knowledge of mechanical drawing a prerequisite. One or two hours credit. Time to be arranged. Mr. McLaughlin.

220. Methods of Teaching the Manual Arts. Class work. A study of shop-room methods, lesson plans, problems and equipment. Six recitations a week. Three hours credit. 7:00. Mr. McLaughlin.

205. Wood Turning. Laboratory course. Practice in the various types of turning. Six double periods a week. Three hours credit. 7:00 and 8:00. Mr. Grones.

201. Wood Working. Class and laboratory work. A study of shops, tools, equipment, problems and methods of grade work. Six days a week. Two hours credit. 11:00. Mr. McLaughlin and Mr. Grones.

LATIN

108. The Teaching of Latin. Lectures and discussions on methods of teaching Latin, on the relation of Latin to English, on determining the comparative merit and choice of textbooks, and on important reference material for teachers of high school Latin. Some study of important principles of the language with the reading of portions of Caesar in illustration. Two hours credit. Mr. Hill.

121. Sallust's Catiline. The Catiline and selections from the Jugurtha will be read. Suitable for those who have had two years of Latin but open to more advanced students. Excellent material for parallel readings with Cicero's orations against Catiline. Also an opportunity for those who feel the need of an accredited review course. The work will be graduated to

meet the needs of each individual. Three hours credit. Mr. Hill.

124. Ovid-Selections and Horace's Satires. The selections from Ovid are intended to provide first hand acquaintance with one of our richest sources of classical mythology. The Satires of Horace provide much information as to Roman life. There will be some study of Latin hexameter verse. For teachers and those who have had three or more years of Latin. Three hours credit. Mr. Hill.

125. Roman History in the Classical Period. A brief survey of the outstanding events of Roman History during the period in which the most important works of Latin Literature were produced. One hour credit. Mr. Hill.

MATHEMATICS

101. College Algebra. A short review of factoring, simple equations, radicals, and the theory of exponents. This will be followed by the theory of quadratic equations, progressions, limits, infinite series, and the theory of equations. The regular college text will be used. Six recitations a week. Three hours credit. Mr. Addicott.

201. Teaching Arithmetic in the First Six Grades. A careful consideration of principles of method, as applied to the subject-matter of arithmetic as far as decimal fractions and percentage, comprises the main portion of the course. The class is given experience with mechanical drill devices. Standardized tests are briefly treated. The text is Thorndike's *The New Methods in Arithmetic*. Three hours credit. Mr. Morton and Miss Bair.

403. Teaching Mathematics in the Senior High School. This course is planned in recognition of the fact that professional training is essential for the secondary teacher. The course deals with the teaching of algebra and geometry. Two hours credit. Mr. Morton.

404. Teaching Mathematics in the Junior High School The development of a course of study that shall provide for the completion of arithmetic and an introduction to elementary

algebra, plane geometry and a few fundamental principles of trigonometry is provided for. The main emphasis of the course, however, is upon methods of teaching mathematics in the Junior High School. Three hours credit. Mr. Morton.

MUSIC

201 and 202. School Music I and II. For beginners in the subject. A study of scales, rhythm, tonal dictation and sight singing. Six recitations a week. Two hours credit. Two sections. 7:00, 8:00. Miss Earhart and Miss Goddard.

202. A Continuation of Course 201. Four recitations a week. One hour credit. 8:00. Miss Goddard.

203. Ear Training. Systematically graded exercises to quicken the musical hearing. Oral and written reproduction of melodies in all keys. Two recitations a week. One hour credit. 10:00. Miss Earhart.

204. Sight Singing. Two recitations a week. One hour credit. 9:00. Miss Garber.

206. Music Appreciation in the Grades. Two recitations a week. One hour credit. 11:00. Miss Garber.

207 and 208. Freshman Music Methods. A course for those studying to become Supervisors of Music in the public schools. Material and methods for the first six grades are considered. Six recitations a week. Three hours credit. 8:00 Miss Garber.

209. Sophomore Music Methods. A study of music teaching in junior and senior high schools. This course should follow 207-208. Four recitations a week. Two hours credit. 10:00. Miss Garber.

211a. Music Methods for Grade Teachers. The music work for each grade is considered carefully. Considerable time is devoted to Rote Songs and Singing Games. Four recitations a week. One hour credit. 11:00. Miss Earhart.

212. Music Teaching. This course is open to students having credit in methods and observation in teaching music. Five days a week. One or two hours credit. 9:00, 10:00. Miss Earhart and Miss Goddard.

212a. Music Observation. A course for students preparing to become Supervisors of Music. Five days a week. One or two hours credit. 9:00, 10:00. Miss Goddard.

217. Choral Class. Elective credit. Four recitations a week. One hour credit. Miss Garber.

Private Work in Music. Private instruction in voice, piano, organ, and violin; also arrangements may be made for private instruction in harmony.

Fees (in addition to the regular registration fees):

1 lesson a week (piano, voice, violin, harmony)...\$12.50

2 lessons a week (piano, voice, violin, harmony)... 25.00

Practice hours on School of Music pianos..... 1.50

(for one hour a day during the term).

Allen R. Kresge, Acting Director, Pianoforte, Organ, and Harmony.

Helen Faloon Stevens, Voice.

Sirouhee Tchorigian Arpee, Advanced Piano.

Margaret Merwin, Violin.

PAIDODOGY

203. Paidology (Childhood). The period of child life from about three years of age till near ten years of age. The general characteristics of childhood, diseases of this period, the senses, mental and physical development, care of children, etc., are studied. Also observations and studies of children are carried on in the field and in the laboratory. Three hours credit. Dr. Chrisman.

204. Paidology (Boygirhood). The period from about ten years of age till near fifteen years of age. Attention is directed to the remarkable growth and the changes that take place and to the conditions, etc., of this time of life. Also observations and studies of boys and girls are carried on in the field and in the laboratory. Three hours credit. Dr. Chrisman.

207. Paidology (Exceptional Child). Under the exceptional child are included children not of normal type. Among such children are found the dull, the backward, those with speech

defects, anemic children, children with defective sight, children with adenoid growths, defective hearing children, children with physical deformities, children with moral defections, and the precocious and the exceptionally bright children, also, may be studied here. There will be clinical tests and studies of children. Three hours credit. Dr. Chrisman.

401. Paidology (Historical Child). There is made a study of the child as found among the nations of ancient times, medieval Europe, and earlier United States, and comparisons are made with the child as found at present. Class, field, and laboratory work. Three hours credit. Dr. Chrisman.

PHYSICAL EDUCATION

201. Gymnasium Instruction. Two sections each day for men. Includes calisthenics, apparatus, boxing, wrestling, games, etc. One hour credit. Mr. Grover and Mr. Olson.

217. Athletic Coaching. Two sections each day for men. This course includes theory and practice of football, basketball, baseball and track. Two hours credit. Mr. Grover.

214. Athletic Training. One section four days a week for men. The course includes first aid, massage, and methods used in athletic training. Two hours credit. Mr. Olson.

225. Methods in Physical Education. One section four days a week. For men and women. A course designed for grade and high school teachers who are required to teach physical education. It includes a program suitable for the public school. Two hours credit. Mr. Grover and Miss Scofield.

223. Corrective Gymnastics. One section each day. For men and women. Course is based on physical examination. Open to students who desire lighter work than 201. One hour credit. Mr. Olson and Miss Scofield.

201. Gymnasium Instruction. Two sections each day. For women. Includes calisthenics, light apparatus, dances, games, etc. One hour credit. Miss Scofield.

205. Athletic Coaching. One section each day for women. This includes coaching of basketball, volleyball, track, indoor baseball, field hockey, etc. Two hours credit. Miss Scofield.

209. Folk Dancing. One section each day. For women. Includes folk dancing suitable for school and playground. One hour credit. Miss Scofield.

PHYSICS

The work offered in Physics in the Summer Session will afford opportunities for (a) making up credit in the elementary, or beginning course; (b) those desiring it to secure three units in the freshman course to apply on medical school requirements or on the six hours Physical Science requirements for the A. B. degree; (c) reviewing Physics in preparation for teaching, under (a), or (c), or both; (d) securing instruction in the teaching of Physics; (e) studying the "how" and the "why" of the wireless telephone.

102. Elementary Physics II. Open to high school students and others who have had no previous study of Physics. Text, *Carhart and Chute*. Subjects, Magnetism, Electricity, Light, Radio Waves and Wireless Telephony. Work will consist of recitations, discussions, experimental demonstrations, solution of problems. Class work daily at 7:00. Credit, three hours. The corresponding laboratory course is 102a, described below. Mr. Morton.

101a. Physical Laboratory I. Manual, *Atkinson and Evans*. Laboratory experiments corresponding to the class course 101 taken previously, and affording the opportunity to those who may have credit already in 101 to make up the laboratory requirement in the summer. The subjects are Mechanics of Machines, of Liquids and Gases, Heat. Open also to teachers of high school Physics who desire additional or review laboratory work in the subjects named. Time, two hours in the laboratory, four days, forenoons, as arranged. Credit, two hours. Mr. Morton.

102a. Physical Laboratory. Manual, same as for 101a. Work covers the subjects of Light, Magnetism and Electricity, and Radio. Time, two hours in the forenoons, as arranged. Credit, two hours. This course affords the opportunity to sup-

plement the work previously done in the first semester course (101a); also to become familiar with laboratory methods and apparatus in these three subjects of Physics in further preparation for teaching, etc., and with 102 to complete the second semester's work. Mr. Atkinson and Mr. Morton.

103 and 105. Freshman and Premedic Physics I. Class discussions, demonstrations, problems, on the topics, Mechanics of Motion, Equilibrium, Machines; Energy and Power; Molecular Physics; Properties of Materials; Phenomena and Laws of Liquids, Gases and Heat. Arranged for the accommodation of all who have had an elementary course, and who for any reason desire a college course in Physics. Text, Smith's *Applied Physics*. Class daily at 7:00. Credit, three hours. Mr. Atkinson.

107 and 107a. Physical Laboratory I. Fifteen well chosen typical experiments in the laboratory paralleling 103 and 105. One hour daily, as arranged, four days. Credit, one hour. Mr. Atkinson.

108 and 108a. Physical Laboratory II. A laboratory course corresponding to 107 and 107a, but covering the requirements of the second semester and including fifteen experiments in Sound, Light and Electricity. One hour daily for four days, as arranged. Credit, one hour. Mr. Atkinson.

113a. Practical Radio Telephony. This course offers to all those interested in "wireless," whether as amateurs, as experimenters, as fascinated on-lookers, or as teachers of Physics and other high school subjects, the opportunity to learn more of the "how" and the "why" of wireless generation, transmission and reception, including broadcasting. This most absorbing subject is treated in this course in a non-technical and non-mathematical manner. Recitations and experimental work four days. Class hour, 10:00, Wednesday and Saturday; hours for experimental work to be arranged. Mr. Atkinson.

120. Methods in Physics. A course in the teaching of Physics. Recitations and discussions on the value of Physics as a study, and on its place in the curriculum; objectives in teaching Physics in the high schools; selection of subject matter

and order of treatment; method of approach in teaching beginners; the place of class demonstrations and the selection of proper apparatus; the relative importance of laboratory work and the type of experiments to be used; the organization of the laboratory, the planning of the course, and the selection and purchase of equipment. At 10:00, four days. Two hours credit. Mr. Atkinson.

PSYCHOLOGY

201. Introductory Psychology. This course is designed to give the student a knowledge of the most important facts, laws, and methods of investigation of human mental life. Practical applications to problems of every-day life will be emphasized. The text used, perhaps more than any other recent one, is written simply and concretely, laying stress on the learning process in actual situations in the outside world as well as in school work. Woodworth's *Psychology, A Study of Mental Life*, will be the text; Seashore's *Elementary Experiments in Psychology*, the laboratory manual. At least five sections will be offered, one at each hour during the day. Three hours credit for full course. Dr. Porter, Mr. Peterson, Mr. South, Mr. Hughes.

205. Educational Psychology. The primary purpose of this course is to help the student to master the elementary but significant problems and principles commonly accepted by experts as fundamental to good teaching. Discussion and lecture follow actual testing of, and experimentation with, the concrete problems of learning and teaching as found in school subjects' individual differences, and in the many ways in which individuals influence each other. Strong's *Introductory Psychology for Teachers* will be both laboratory manual and text. Parts of Whipple's *Problems in Educational Psychology* will be used as an aid in training the student to solve problems frequently met with in school and other work. Three hours credit. Dr. Porter, Mr. Peterson.

219. Mental Measurements. The methods of testing intelligence as worked out by Binet, Terman and others by individual tests will be demonstrated first by the instructor and

later by members of the class. Group intelligence tests will be treated in the same manner. Lectures and discussion will follow rather than precede actual experience in testing. Application of the results of recent investigations in the measurement of intelligence and other mental traits to school and other social problems such as promotion, methods of instruction, and individual diagnosis and treatment will be emphasized. Such recent books as Dickson's *Mental Tests and the Classroom Teacher*, Pintner, *Intelligence Testing*, and *The 21st Year-book on Intelligence Tests and Their Uses* will furnish the basis for study in this course. Three hours credit. Dr. Porter and Mr. Hughes.

430. Clinical Psychology. An advanced course designed to give the student training and experience in giving, and evaluating the results of, a variety of tests and measurements. Individual cases of children from the delinquent, dependent, superior, feeble-minded, and school classes will be used as problems of clinical study. Mental instability as a cause of school and social maladjustment will be studied along with mental deficiency. Recent articles in psychological journals will be used as source material. Three hours credit. Dr. Porter and Mr. South.

PUBLIC SPEAKING

110. The Directing of High School Dramatics. Coaching amateur plays. Actual practice in coaching and in playing. Acquaintance with a number of successful one-act plays. Several plays presented before the class. Six recitations a week. Three hours credit. 8:00. Mr. Cooper.

109. Oral Reading. Reading from the printed page in such a manner as to please, to impress, and to instruct those who hear. For both platform readers and teachers. Six recitations a week. Three hours credit. 9:00. Mr. Cooper.

103. Public Speaking I. For beginners in this subject. The foundations of Public Speaking for those who may be called upon to speak before classes, high school assemblages, Parent-Teachers Associations, or other public gatherings. Platform practice. Constructive criticism. Four recitations a week. Two hours credit. 10:00, M., T., Th., F. Mr. Cooper.

203. Oral Expression. Required in Kindergarten-Primary and Upper Grade courses. A beginning study in the oral presentation of subject matter. Two recitations a week. One hour credit. 10:00. W., S. Mr. Cooper.

SOCIOLOGY

The courses offered in this department are designed to develop in the minds of students an intelligent and appreciative interest in the general problems of moral and social well being. Sociology may be defined as the science of interdependent and integrated living and the art of making harmonious and helpful adjustments in the various relationships of life.

201. Introductory Sociology. A brief descriptive study of the genesis and character of some of the more common, and also the most important, human groups, their relations to the individuals who compose them and their general bearing on social progress. Open to freshmen. Four recitations a week. Two hours credit. Dr. Crossman.

202. Rural Sociology. A course designed primarily for those preparing to teach in the rural schools. The course will deal primarily with the conditions and influences which shape rural life and affect the welfare of rural people. Open to freshmen. Four recitations a week. Two hours credit. Dr. Ash.

203. Principles of Sociology. The purpose of this course is to direct the student in a comprehensive survey of the most important problems and principles in the general field of sociology and to give him a working use of the chief concepts employed as instruments of sociological analysis and interpretation. Ross's *Principles of Sociology* will be the principal text, but numerous and extensive references to other standard texts will be made. Not open to freshmen. Six recitations a week. Three hours credit. Dr. Ash.

204. Principles of Sociology. A continuation of course 203. Not open to freshmen. Six recitations a week. Three hours credit. Dr. Ash.

SPANISH

101 and 102. Spanish for Beginners. This is a double course, reciting two hours daily, and will cover the work of one year of college Spanish. Emphasis will be placed on correct pronunciation. As far as the progress of the class will allow, reading and practice in speaking will be introduced. Twelve hours of recitation a week. Six hours credit. Dr. Lister.

103a. Modern Reading and Introduction to Literature. This course is intended for those students who have had one or more years of college Spanish and will be adapted to the needs of those electing the course. Included in the course will be a thorough review of grammar, composition, reading in modern drama and novel and occasional lectures. Six recitations a week. Three hours credit. Dr. Lister.

Important Features of the Summer School 1924

It is a regular half-semester—all courses are regular full-semester courses—no breaking of courses into fragments.

It will count as a regular half-semester of residence.

One can carry only the regular load which a student during the regular school year carries. The summer term is not a short cut to an education.

The presence of the regular faculty, strengthened by additional workers of excellent training, insures excellent instruction.

Opportunity for practice teaching in all of the training schools is an important feature of the Summer School.

The training of penmanship teachers and supervisors, under the Zaner-Bloser Method, will satisfy the need of many who wish such courses.

Advanced courses in practically all university departments insure the presence of many earnest, mature advanced students this summer. Ample opportunity is offered for intensive specialized study.